EnVisioning Math for Everyone

We have been collecting data while using and supplementing the EnVision Math Program in order to differentiate instruction. We have collected lessons and materials to provide Enrichment, Support, and for teaching Attention to Detail. Stop by to see our second grade student's growth this year and the lessons that we have organized into EnVision Topics.

Contact Information

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PLT SMART Goal

During the year, we will collect data from tests available in the EnVision Math Program; the “End of Year” test (administered 3X as a baseline), Benchmark tests.

Based on this data, we will develop and implement strategies for differentiation that will allow us to meet the needs of all students, with the goal of 90% of students reaching 90% accuracy in the EOY Test. The areas of need that have been identified are: Enrichment, Attention to Accuracy, and Support

The new Common Core State Standards have identified a need for second graders to have deeper understanding in math concepts. Our differentiation strategies will enable our second grade students to improve in the area of math in order to better meet and exceed these standards.

Key Actions

1. By October 2nd, we administered a baseline math assessment to all second graders at Winn Brook School. This test is the EnVision Grade Two End-of-Year test.

2. By October 31st, we scored this baseline assessment and created a data collection form. We identified specific areas of need.

3. After completing the enVision Math program Topics 1-4, we administered the Benchmark Test for Topics 1-4. We did the same after teaching Topics 5-8, 9-12, and will administer the Benchmark Test at the end of the program for Topics 13-16.

4. Using the data collected from scoring the baseline EOY tests, Benchmark tests, Quick Checks and for some students, the Kathy Richardson assessments, we identified three strategy areas to focus on in all of the second grade classrooms. These areas are Enrichment, Attention to Detail, and Support.

5. The data gathered from the Kathy Richardson assessments also informed the creation of math RtI groups held 1X weekly for the remainder of the year. An Intervention Binder and RtI schedule were created and staff members were trained to lead small groups using RtI lessons. Students were assessed approximately every six weeks,
allowing for flexible grouping based on concept support.

6. We collected data from each Benchmark Test throughout the year and developed a list of strategies used for differentiation, such as alternative assessments, materials, visual aids, targeted lessons and enrichment exercises.

7. By April 15th, we scored Benchmark Tests from each group of topics taught (Topics 1-4, Topics 5-8, Topics 9-12). Topics 13-16 will be administered and scored upon the EnVision math program’s completion.

8. By April 15th, we administered the Grade Two End-of-Year test again, analyzing the data.

9. We have compiled and shared materials and strategies throughout the school year. We have collected all of the resources applicable to Topic 10 and created an example binder to be shared and referenced.

Findings

- Our goal was to bring 90% of all second grade students to 90% accuracy on the EnVision End of Year test. We are on target to reach this goal. We are confident that our goal will be reached by the end of the school year 2013-2014, once all EnVision Topics have been taught.

- Using the EnVision “End of Year” test at the beginning of the school year may not provide useful data to inform instruction, but may be useful as a baseline. It is possible that some students successfully guessed the multiple choice answers, causing a subsequent drop in a future test. This was also a topic of discussion when reviewing the data from the Track My Progress pilot.

- We have decided that the Topic Tests and Benchmark tests throughout the year were useful in informing our instruction, and that they demonstrated the strength of the program and student acquisition of content. We will continue to record data from these assessments next year.

- Assisting students “unwrap” the process and format of this math program. Explicit instruction was very beneficial to students in understanding the vocabulary, wording of directions and questions, expectations for answers (such as multiple choice, identifying what was being asked, helping students realize how to identify important information and screen out unnecessary information), and strategies for going back to check their work. We anticipate that some of these needs will no longer be necessary as students become more familiar with this math program.

Recommendations / Next Steps

- We will continue to collect resources and create binders for other Topics in the EnVision Math program.

- We will continue to collect data from Benchmark Tests throughout the school year 2014-2015 and modify instruction based on results.

- Math RtI groups have proven to be beneficial, we will discuss scheduling small math groups again next year.

- There was a strong need for Enrichment math this year. We would like to ask about the possibility of scheduling a weekly math enrichment group with the math curriculum specialist for next year.

Resources:

- EnVision Math Program, Pearson, Grade Two
- Kathy Richardson Math Materials provided by the Belmont Public Schools.
- Super Teacher Worksheets
- www.Superteacherworksheets.com
- Achieve the Core
Course materials from Pat Davidson, Belmont Public Schools Math Professional Development